

Attachment B

California's Conceptual Plan for Meeting Teacher Requirements in the *No Child Left Behind Act*

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July, 2003

The *No Child Left Behind Act* includes requirements that must be met by all teachers of core academic subjects. Core academic subjects include English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography (NCLB Section 9101).

Timeline for Compliance

The timeline for meeting the NCLB Teacher Requirements is contingent upon two elements:

- (1) the date of employment, and
- (2) whether the teacher is working in a program supported by Title I funds (targeted assistance or school-wide).

Compliance required immediately:

If hired after the first day of school* in the 2002-03 school year and working in a program supported with Title I, Part A, funds (school-wide or targeted assistance), the teacher must meet the NCLB requirements on the date of employment.**

Compliance required by end of the 2005-2006 school year:

If hired after the first day of school* in the 2002-03 school year and NOT working in a program supported with Title I, Part A, funds (school-wide or targeted assistance), the teacher must meet the NCLB requirements by the end of the 2005-06 school year.

If hired before the first day of school* in the 2002-03 school year, the teacher must meet the NCLB requirements by the end of the 2005-06 school year, regardless of whether working in a program supported by Title I, Part A, funds or not.

Notes:

*The first day of school is defined as the first day of school that students report to the school per the district school calendar.

**If working in a school-wide Title I, Part A, school, the requirement applies to all teachers of core academic subjects hired after the first day of school in the 2002-03 school year. In a Title I, Part A, targeted assistance program, the requirement applies only to teachers paid from Title I, Part A, funds, teaching core academic subjects who were hired after the first day of school in the 2002-03 school year.

Elementary Level Teachers – Meeting NCLB Requirements

A teacher who meets NCLB requirements at the elementary level is one who:

- (1) holds at least a bachelor's degree, and
- (2) is currently enrolled in an intern program or has a credential, and
- (3) meets the applicable requirements below.

A teacher who meets the NCLB requirements and is NEW to the profession at the elementary level, in addition to holding at least a bachelor's degree and either being currently enrolled in an intern program or having a credential, must have passed a validated statewide subject matter examination certified by the Commission on Teacher Credentialing, such as CSET or MSAT.

A teacher who meets NCLB requirements and is NOT NEW to the profession at the elementary level, in addition to holding at least a bachelor's degree and either being currently enrolled in an intern program or having a credential, must have completed one of the following:

- (1) a validated statewide subject matter examination certified by the Commission on Teacher Credentialing, such as CSET or MSAT;
- (2) in lieu of the High Objective Uniform State Standard Evaluation (HOUSE), National Board Certification;
- (3) the following high objective uniform state standard evaluation: In conjunction with the teacher's evaluation and assessment pursuant to Education Code section 44662 (commonly referred to as a Stull Act review), determine the teacher's subject matter competence in each of the academic subjects taught by the teacher by the means utilized to satisfy section 44662, except that (a) subject matter shall be defined as the State Academic Content Standards for the grades and subjects taught, and (b) competency shall be demonstrated by satisfactorily meeting standards 3 and 5.1 of the California Standards for the Teaching Profession. The demonstration of subject matter competence shall include some combination of the following:
 - (i) classroom observation,
 - (ii) demonstration of knowledge of the appropriate grade-level and subject State Academic Content Standards, and
 - (iii) portfolio review of lesson plans and student work for one academic year.

This one-time demonstration of subject matter competence shall be evaluated by a person or persons knowledgeable in the State Academic Content Standards for the grade and subject for which the teacher is demonstrating competency.

If the teacher does not satisfactorily meet standards 3 and 5.1 of the California Standards for the Teaching Profession as part of the NCLB evaluation, then subject matter competency shall be demonstrated through completion of the Peer Assistance and Review Program for Teachers or other Individualized Professional Development Plan, pursuant to Education Code section 44664, aimed at assisting the teacher to meet standards 3 and 5.1 of the California Standards for the Teaching Profession.

Middle & Secondary Level Teachers – Meeting NCLB Requirements

A teacher who meets NCLB requirements at the middle and secondary levels is one who:

- (1) holds at least a bachelor's degree, and
- (2) is currently enrolled in an intern program or has a full credential, and
- (3) meets one of the applicable requirements below.

A teacher who meets NCLB requirements and is NEW to the profession at the middle and secondary levels, in addition to holding at least a bachelor's degree and either being currently enrolled in an intern program or having a credential in the subject taught, must have passed or completed one of the following for every core subject currently assigned:

- (1) validated statewide subject matter examination certified by the Commission on Teacher Credentialing, OR
- (2) undergraduate major in the subject taught, OR
- (3) graduate degree in the subject taught, OR
- (4) coursework equivalent to undergraduate major, OR
- (5) advanced certification or credentialing.

A teacher who meets NCLB requirements and is NOT NEW to the profession at the middle and secondary levels, in addition to holding at least a bachelor's degree and either being currently enrolled in an intern program or having a credential, must have passed or completed one of the following for every core subject currently assigned:

- (1) a validated statewide subject matter examination certified by the Commission on Teacher Credentialing, OR.
- (2) undergraduate major in the subject taught, OR
- (3) graduate degree in the subject taught, OR
- (4) coursework equivalent to undergraduate major, OR
- (5) advanced certification or credentialing, such as National Board Certification, OR
- (6) the following High Objective Uniform State Standard Evaluation (HOUSE): In conjunction with the teacher's evaluation and assessment pursuant to Education Code section 44662 (commonly referred to as a Stull Act review), determine the teacher's subject matter competence in each of the academic subjects taught by the teacher by the means utilized to satisfy section 44662, except that (a) subject matter shall be defined as the State Academic Content Standards for the grades and subjects taught, and (b) competency shall be demonstrated by satisfactorily meeting standards 3 and 5.1 of the California Standards for the Teaching Profession. The demonstration of subject matter competence for every core subject currently assigned shall include some combination of the following:
 - (i) classroom observation,
 - (ii) demonstration of knowledge of the appropriate grade-level and subject State Academic Content Standards, and
 - (iii) portfolio review of lesson plans and student work for one academic year.

This one-time demonstration of subject matter competence shall be evaluated by a person or persons knowledgeable in the State Academic Content Standards for the grade and subject for which the teacher is demonstrating competency.

If the teacher does not satisfactorily meet standards 3 and 5.1 of the California Standards for the Teaching Profession as part of the NCLB evaluation, then subject matter competency shall be demonstrated through completion of the Peer Assistance and Review Program for Teachers or other Individualized Professional Development Plan, pursuant to Education Code section 44664, aimed at assisting the teacher to meet standards 3 and 5.1 of the California Standards for the Teaching Profession.

Teachers DO NOT meet NCLB teacher requirements for grade or subject taught if:

- (1) they are teaching with an Emergency Permit, OR
- (2) they are teaching with a supplemental authorization (except where the supplemental authorization is based on a major in the subject taught) or a local authorization for the subject taught, OR
- (3) they are teaching with state or local waivers for the grade or subject taught, OR
- (4) they are teaching as pre-interns.

One reason the above do not constitute compliance with the NCLB teacher requirements is because teachers with such licenses or authorization have not yet demonstrated subject matter competency. Remember also that a teacher may meet the NCLB teacher requirements for one or more of the core academic subjects taught, and yet not meet the requirements for all core academic subjects taught.

Compliance with NCLB Teacher Requirements – One-Time

Compliance with NCLB Teacher Requirements is a one-time requirement. Therefore, once a school district has determined that a teacher meets the NCLB Teacher Requirements for the grade level and/or subject taught that teacher will not be required to demonstrate that they meet the requirements again for the same grade level and/or subject taught, even if they are later hired by another school district in California. The school district making the determination need not be a California school district.

Definitions for NCLB Teacher Requirements

Advanced Credentialing: A teacher who has achieved National Board Certification is considered to have Advanced Credentialing.

Credential: A Preliminary, Professional Clear or Life Credential, or any teaching credential issued under prior statutes that authorizes a person to teach in California K-12 schools.

Hired: A teacher is hired when they accept employment at the school district. The date a teacher is hired is not affected by a change of assignments or schools within the district. The date a teacher is hired in a district does not affect a teacher's "new" or "not new" to the profession status.

Teacher NEW to the Profession: Teachers are considered "new to the profession" if they have graduated from an accredited institution of higher education and received a Credential, or began an approved intern program, on or after July 1, 2002.

Teacher NOT NEW to the Profession: Teachers are considered "not new to the profession" if they graduated from an accredited institution of higher education and received a credential, or were enrolled in or had completed an approved intern program before July 1, 2002.